

Teacher Name(s): Ryan Blakeslee and Ryan Monde Skill Theme: Volleying to a partner, underhand GLSP: Control Lesson

Date: 4/25 # of students: 8

Equipment needed (with quantity stated): Roll of tape, 4 kick balls, 4 beachballs

References (where did you find the information included within this lesson plan?): Children Moving textbook, Rink PE national standards

National Physical Education Content Standards, Grade Level Outcomes, and Learning Objectives (write out each standard and GLO; each objective should include a behavior, condition and criteria):

PSYCHOMOTOR DOMAIN:

Standard: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

GLO: Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball). (S1.E22.4)

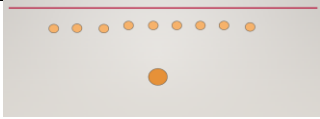
Learning Objective

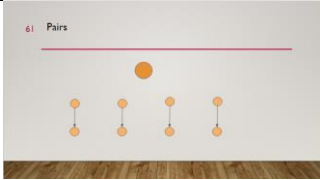
Behavior: Volley an object

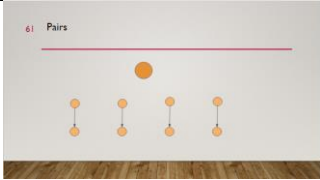
Condition: towards a target

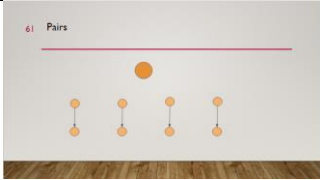
Criteria: in a mature pattern

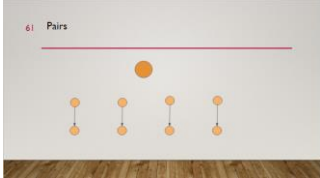
(written together): SWBAT Volley an object towards a target, in a mature pattern

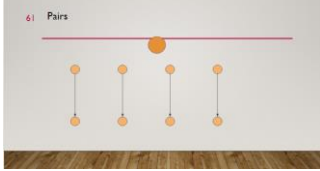
LEARNING EXPERIENCES & ACTIVITIES	TASK TYPE (informing, refinement, extension, or application / assessment)	ORGANIZATION and MANAGEMENT (diagram of space, people, and equipment, include a key on diagram)	SAFETY (identify all safety concerns and explain how they will be addressed)	TIME	TEACHER EMPHASIS / PERFORMANCE SUMMARY CUES
<u>Introduction/Set Induction</u> What: Today we will be learning and practicing how to volley multiple objects towards a partner in a consecutive manner. Why: The action of volleying underhand to a partner is used in a variety of different activities, which is why it's important to practice the skill. This motion can be seen in some volleyball hits, in games of 4 square, or even in other games like handball. How: We will begin by volleying to a partner with one hand and move on to using both hands in an open environment. Then we will add boundaries to begin training ourselves to keep the ball in a set area. Finally, we will shorten the boundaries, and continue practicing in a cooperative environment.	Set Induction		N/A	2 m	N/A

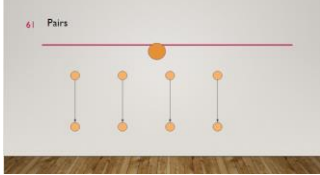
LEARNING EXPERIENCES & ACTIVITIES	TASK TYPE (informing, refinement, extension, or application / assessment)	ORGANIZATION and MANAGEMENT (diagram of space, people, and equipment, include a key on diagram)	SAFETY (identify all safety concerns and explain how they will be addressed)	TIME	TEACHER EMPHASIS / PERFORMANCE SUMMARY CUES
First, students will begin by getting with a partner and selecting the beach ball to begin with. Students will line up face to face with their partner and begin by practicing underhand volleying with one hand, back and forth. One student will begin by serving/volleying the ball to their partner, at which point the partner will strike it back without stopping the ball, using their dominant hand. There is no rules for this task other than to volley back and forth	Informing		-since the informing task has no boundaries, students may strike the ball away from their partner and put them at risk to run into the wall or other equipment. -students should look out for stray balls coming into their area from other groups.	3 m	Cues for underhand volleying w one hand: -FACE partner -ATHLETIC STANCE -OPEN PALM -HOLD ball out in front of you with nondominant hand -SWING dominant hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward As the ball is returning -FACE incoming target -ATHLETIC STANCE -SLIDE towards the direction of the ball -PLANT feet -SWING dominant hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward

LEARNING EXPERIENCES & ACTIVITIES	TASK TYPE (informing, refinement, extension, or application / assessment)	ORGANIZATION and MANAGEMENT (diagram of space, people, and equipment, include a key on diagram)	SAFETY (identify all safety concerns and explain how they will be addressed)	TIME	TEACHER EMPHASIS / PERFORMANCE SUMMARY CUES
Now students will use a volleyball or kickball to strike the ball to their partner. Students will line up face to face with their partner and begin by practicing underhand volleying with one hand, back and forth. One student will begin by serving/volleying the ball to their partner, at which point the partner will strike it back without stopping the ball, using their dominant hand.	Refinement		-students may strike the ball away from their partner and put them at risk to run into the wall or other equipment. -students should look out for stray balls coming into their area from other groups.	3 m	Cues for underhand volleying with one hand: -FACE partner -ATHLETIC STANCE -OPEN PALM -HOLD ball out in front of you with nondominant hand -SWING dominant hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward As the ball is returning: -FACE incoming target -ATHLETIC STANCE -SLIDE towards the direction of the ball -PLANT feet -SWING dominant hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward

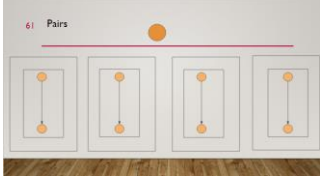
LEARNING EXPERIENCES & ACTIVITIES	TASK TYPE (informing, refinement, extension, or application / assessment)	ORGANIZATION and MANAGEMENT (diagram of space, people, and equipment, include a key on diagram)	SAFETY (identify all safety concerns and explain how they will be addressed)	TIME	TEACHER EMPHASIS / PERFORMANCE SUMMARY CUES
Students will keep the ball they have been using for the refinement task Students will attempt to volley the ball back and forth to their partner at least 5 times. If students are doing this successfully, we will increase the number to 10 consecutive hits.	Application		-students may strike the ball away from their partner and put them at risk to run into the wall or other equipment. -students should look out for stray balls coming into their area from other groups.	2 m	Cues for underhand volleying with one hand: -FACE partner -ATHLETIC STANCE -OPEN PALM -HOLD ball out in front of you with nondominant hand -SWING dominant hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward As the ball is returning: -FACE incoming target -ATHLETIC STANCE -SLIDE towards the direction of the ball -PLANT feet -SWING dominant hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward

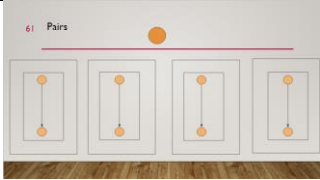
LEARNING EXPERIENCES & ACTIVITIES	TASK TYPE (informing, refinement, extension, or application / assessment)	ORGANIZATION and MANAGEMENT (diagram of space, people, and equipment, include a key on diagram)	SAFETY (identify all safety concerns and explain how they will be addressed)	TIME	TEACHER EMPHASIS / PERFORMANCE SUMMARY CUES
TRANSITION: Now that we have practiced volleying using the beach ball as well as the kickball with our dominant hand, we will begin using both our dominant and nondominant hand from multiple distances to focus on strength and accuracy.				30 sec	N/A
Students will begin again with the same partner and distance as the previous task We will begin to incorporate using both of our hands to strike the ball back and forth to our partners. Students will begin by striking a ball to their partner, at which point the partner will strike it back with their dominant hand. Then the student who began serving the ball to their partner will strike it back but with their nondominant hand, and their partner will follow suit.	Informing		-students may strike the ball away from their partner and put them at risk to run into the wall or other equipment. -students should look out for stray balls coming into their area from other groups.	3m	Cues for underhand volleying with both hands: -FACE partner -ATHLETIC STANCE -OPEN PALM -HOLD ball out in front of you with nondominant or dominant hand -SWING opposite hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward As the ball is returning: -FACE incoming target -ATHLETIC STANCE -SLIDE towards the direction of the ball -PLANT feet -SWING dominant/nondominant (opposite of whichever hand you began with) hand back, and then upwards towards the ball

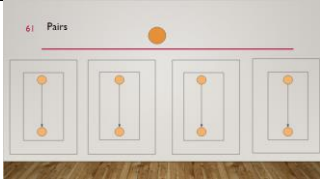
LEARNING EXPERIENCES & ACTIVITIES	TASK TYPE (informing, refinement, extension, or application / assessment)	ORGANIZATION and MANAGEMENT (diagram of space, people, and equipment, include a key on diagram)	SAFETY (identify all safety concerns and explain how they will be addressed)	TIME	TEACHER EMPHASIS / PERFORMANCE SUMMARY CUES
					-STRIKE ball -FOLLOW THROUGH upward
Students will continue the same activity with the same ball they began with We will now increase the distance between partners to practice focusing on strength and accuracy. Students will continue to practice using dominant and nondominant hands in a consecutive manner. Students will begin by striking a ball to their partner, at which point the partner will strike it back with their dominant hand. Then the student who began serving the ball to their partner will strike it back but with their nondominant hand, and their partner will follow suit.	Refinement	 61 Pairs	-students may strike the ball away from their partner and put them at risk to run into the wall or other equipment. -students should look out for stray balls coming into their area from other groups. -since the distance between partners is larger now, students might feel the need to compensate for that	3m	Cues for underhand volleying with both hands: -FACE partner -ATHLETIC STANCE -OPEN PALM -HOLD ball out in front of you with nondominant or dominant hand -SWING opposite hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward As the ball is returning: -FACE incoming target -ATHLETIC STANCE -SLIDE towards the direction of the ball -PLANT feet -SWING dominant/nondominant (opposite of whichever hand you began with) hand back, and then upwards towards the ball -STRIKE ball

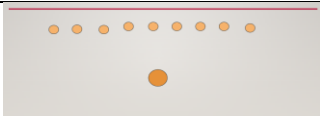
LEARNING EXPERIENCES & ACTIVITIES	TASK TYPE (informing, refinement, extension, or application / assessment)	ORGANIZATION and MANAGEMENT (diagram of space, people, and equipment, include a key on diagram)	SAFETY (identify all safety concerns and explain how they will be addressed)	TIME	TEACHER EMPHASIS / PERFORMANCE SUMMARY CUES
			distance and strike harder, leading to less control of the direction of the ball.		-FOLLOW THROUGH upward
Students will keep the ball they have been using for the refinement task Students will attempt to volley the ball back and forth to their partner at least 5 times, alternating between both their dominant and nondominant hands. If students are doing this successfully, we will increase the number to 10 consecutive hits.	Application		-students may strike the ball away from their partner and put them at risk to run into the wall or other equipment. -students should look out for stray balls coming into their area from other groups. -since the distance between partners is	2m	Cues for underhand volleying with both hands: -FACE partner -ATHLETIC STANCE -OPEN PALM -HOLD ball out in front of you with nondominant or dominant hand -SWING opposite hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward As the ball is returning: -FACE incoming target -ATHLETIC STANCE -SLIDE towards the direction of the ball -PLANT feet

LEARNING EXPERIENCES & ACTIVITIES	TASK TYPE (informing, refinement, extension, or application / assessment)	ORGANIZATION and MANAGEMENT (diagram of space, people, and equipment, include a key on diagram)	SAFETY (identify all safety concerns and explain how they will be addressed)	TIME	TEACHER EMPHASIS / PERFORMANCE SUMMARY CUES
			larger now, students might feel the need to compensate for that distance and strike harder, leading to less control of the direction of the ball.		-SWING dominant/nondominant (opposite of whichever hand you began with) hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward
TRANSITION: Now that we have learned and practiced using both of our hands to volley at multiple distances, we will now incorporate boundaries in multiple sizes to simulate a cooperative game environment.				30 sec	N/A

Students will take the skills they have learned so far and participate in a cooperative game with their partner. Students will begin in a larger set of boundaries split in half denoting the two sides of the playing area. Students will begin volleying back and forth, using both dominant and nondominant hands, depending on which side of their body the ball is traveling towards.	Informing		-students may strike the ball away from their partner and put them at risk to run into the wall or other equipment. -students should look out for stray balls coming into their area from other groups. -stress to the students the reason for the barriers and try to encourage them through gameplay to keep the ball within the playing area.	3m	Cues for underhand volleying with both hands: -FACE partner -ATHLETIC STANCE -OPEN PALM -HOLD ball out in front of you with nondominant or dominant hand -SWING opposite hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward As the ball is returning: -FACE incoming target -ATHLETIC STANCE -SLIDE towards the direction of the ball -PLANT feet -SWING dominant/nondominant (opposite of whichever hand you began with) hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward
---	-----------	--	---	----	--

LEARNING EXPERIENCES & ACTIVITIES	TASK TYPE (informing, refinement, extension, or application / assessment)	ORGANIZATION and MANAGEMENT (diagram of space, people, and equipment, include a key on diagram)	SAFETY (identify all safety concerns and explain how they will be addressed)	TIME	TEACHER EMPHASIS / PERFORMANCE SUMMARY CUES
Students will now move to the smaller set of boundaries we have set up within the larger boundary Students will need to focus on the amount of force they use, as well as their accuracy, to keep the ball within the smaller boundary Students will begin volleying back and forth, using both dominant and nondominant hands, depending on which side of their body the ball is traveling towards.	Refinement		-students may strike the ball away from their partner and put them at risk to run into the wall or other equipment. -students should look out for stray balls coming into their area from other groups. -stress to the students the reason for the barriers and try to encourage them through gameplay to keep the ball within the playing area.	3m	Cues for underhand volleying with both hands: -FACE partner -ATHLETIC STANCE -OPEN PALM -HOLD ball out in front of you with nondominant or dominant hand -SWING opposite hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward As the ball is returning: -FACE incoming target -ATHLETIC STANCE -SLIDE towards the direction of the ball -PLANT feet -SWING dominant/nondominant (opposite of whichever hand you began with) hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward

LEARNING EXPERIENCES & ACTIVITIES	TASK TYPE (informing, refinement, extension, or application / assessment)	ORGANIZATION and MANAGEMENT (diagram of space, people, and equipment, include a key on diagram)	SAFETY (identify all safety concerns and explain how they will be addressed)	TIME	TEACHER EMPHASIS / PERFORMANCE SUMMARY CUES
Within the smaller boundary, students will strike back and forth, using both their dominant and nondominant hand Students will attempt to keep the ball within the boundary and hit the ball consecutively to their partner at least 10 times If students are completing this task with ease, we can increase the number to a more challenging number like 15 or higher.	Application		-students may strike the ball away from their partner and put them at risk to run into the wall or other equipment. -students should look out for stray balls coming into their area from other groups. -stress to the students the reason for the barriers and try to encourage them through gameplay to keep the ball within the playing area.	3m	Cues for underhand volleying with both hands: -FACE partner -ATHLETIC STANCE -OPEN PALM -HOLD ball out in front of you with nondominant or dominant hand -SWING opposite hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward As the ball is returning: -FACE incoming target -ATHLETIC STANCE -SLIDE towards the direction of the ball -PLANT feet -SWING dominant/nondominant (opposite of whichever hand you began with) hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward

LEARNING EXPERIENCES & ACTIVITIES	TASK TYPE (informing, refinement, extension, or application / assessment)	ORGANIZATION and MANAGEMENT (diagram of space, people, and equipment, include a key on diagram)	SAFETY (identify all safety concerns and explain how they will be addressed)	TIME	TEACHER EMPHASIS / PERFORMANCE SUMMARY CUES
TRANSITION: All students should drop their equipment where they are and return to the bleachers for closure.				30 sec	N/A
<u>Closure / Major Review Points</u> (Have your students met your lesson objectives?) 1: Can anyone tell me the basic cues for underhand volleying a ball to a partner? 2: What games can we use underhand volleying for? 3: When we are volleying with a partner, how do we move through the playing area to volley back to our partner? - If the ball is on our left side, which arm should we volley with? Right arm? Preview into next lesson: Next lesson, we will begin volleying in a competitive environment, while using all the skills we learned and practiced today.	Closure		N/A	2 min	Cues for underhand volleying with both hands: -FACE partner -ATHLETIC STANCE -OPEN PALM -HOLD ball out in front of you with nondominant or dominant hand -SWING opposite hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward As the ball is returning: -FACE incoming target -ATHLETIC STANCE -SLIDE towards the direction of the ball -PLANT feet -SWING dominant/nondominant (opposite of whichever hand you began with) hand back, and then upwards towards the ball -STRIKE ball -FOLLOW THROUGH upward

